

Foster-Glocester Regional School Department
Job Description.

JOB TITLE: Assistant Superintendent

GENERAL STATEMENT OF DUTIES: Incumbent is responsible for providing essential coordination, facilitation, and administrative support to enhance the effectiveness of curriculum, instruction, assessment, and job-embedded professional development systems. Incumbent will lead, manage, facilitate, coordinate, and support the continuous improvement of a personalized, rigorous, relevant, and collaborative learning environment that graduates globally competitive students proficient with the 21st Century Skills and work habits needed for success in post-secondary education, careers, and life in a global economy.

SUPERVISION RECEIVED: Works under the supervision of the Superintendent with wide latitude to exercise independent judgment. Work is subject to periodic review.

SUPERVISION EXERCISED: Is responsible for the direct oversight of building administrators, data personnel, consultants, and other pertinent personnel hired for the purpose of enhancing learning, teaching, and professional development systems.

REPRESENTATIONAL DUTIES AND RESPONSIBILITIES: Lead, support, and manage functions and operations needed to achieve the mission of the district and meet the learning needs of students, including, but not limited to, the following:

RESPONSIBILITIES FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT ENHANCEMENTS:

1. Lead, support, and manage the implementation of personalized, relevant, rigorous, and collaborative learning experiences supported by 1:1 technology that enhance student learning in and out of school;
2. Lead, support, and manage changes to curriculum, instruction, assessments, and student supports supported by 1:1 technology purposefully designed to ensure that all students achieve and practice the 21st Century Skills and work habits needed for success in college, careers, and life;
3. Lead and support the development of proficiency-based curriculum written in a common format that includes:
 - Units of study with essential questions, concepts, content, and skills
 - 21st century learning expectations and work habits
 - Blended learning instructional strategies
 - Connections to careers and career education, as appropriate
 - Problem-based learning and long-term projects
 - Assessment practices that include the use of specific and measurable criteria for success (competencies) incorporated into school-wide or course specific rubrics;
3. Lead and support the development and implementation of proficiency-based curriculum, instruction, and assessments, with vertical articulation among schools that emphasizes depth of understanding and application of knowledge through:
 - Inquiry and problem-solving
 - Higher order thinking
 - Cross-disciplinary learning
 - Authentic learning opportunities both in and out of school
 - Informed and ethical use of technology;
4. Lead and support building leaders in the development of multiple pathways for students to meet learning standards, including extended learning opportunities (internships, community-based volunteerism, apprenticeships, etc.), online courses and dual and/or concurrent enrollment experiences;
5. Oversee building administrators' and teachers' design and implementation of standards-based blended learning instructional strategies that give students voice and choice in their own learning;
6. Foster and support a "shared language" for learning and teaching supported by 1:1 technology and aligned to the pedagogical framework of the RI Professional Teaching Standards, NEASC 2016 Standards, and NESSC Global Best Practices 2.0;
7. Oversee teachers' and building administrators' development of performance tasks, including formative and summative assessment, and task validation and calibration aligned to the Common Core and 21st century skills;
8. Oversee the building administrators' evaluation of educators and support staff to continuously improve learning and teaching;

9. Foster reflective approaches to the collection, organization, analysis, and use of data to make decisions that advance the strategic direction of the district and improve student performance;
10. Provide supports for building administrators and teacher leaders to analyze classroom, departmental, and school wide assessment data to improve future instruction, organizational structures, school management, and finances.

RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT TO SUPPORT, LEARNING, TEACHING, INSTRUCTIONAL COACHING, AND TECHNOLOGY INTEGRATION:

1. Lead and support the design and implementation of a professional development plan that aligns with the district's mission and vision to guide enhancements to the instructional core and instructional leadership;
2. Support the creation of a professional development program that enhances the instructional leadership of building administrators and teacher leaders, that offers external workshops, conferences, and school visits complemented by job-embedded professional learning, and includes mentoring, instructional coaching, classroom observation, data analysis, and professional learning groups that aim to enhance both pedagogical and content area expertise. Professional learning experiences may include, but are not limited to, supporting building level educator-to-educator activities such as:
 - Constructing or modifying Open Educational Resources for standards-based curricular units and tasks
 - Purposefully blending learning and teaching using the district Learning Management System and other tools
 - Observing lessons and providing feedback to the observed teacher
 - Participating in lesson study and teacher inquiry into their own practice
 - Looking collaboratively at student work from modeled, observed, or independent lessons, and
 - Supporting and assessing student learning (in and out of school);
3. Develop, implement, and participate in personalized professional development offerings for educators, based on district priorities and identified building needs, that include personalized professional learning goals and that advance the use of technology to enhance the instructional core and instructional leadership;
4. Create a centralized online repository of research, best-practice literature, rubrics, scoring guides, curriculum maps, and effective lesson plans that facilitate sharing and ongoing professional learning;
5. Lead and support the learning, coaching, and facilitation skills of administrators and teacher leaders that purposefully uses protocols and other supports;
6. Lead and support a system-wide instructional framework that draws on evidence-based practices for standards-based instruction, problem-based learning, blended learning, and differentiated instruction;
7. Work collaboratively with administrators and other educators to analyze tasks, instructional materials and formative and summative assessment results to improve instructional practices in accordance with school and district priorities;

RESPONSIBILITIES FOR LEADERSHIP RELATED TO THE DISTRICT MISSION AND VISION:

1. Serve as an integral part of the school and district leadership teams and a contributing member of a cohesive Professional Learning Community focused on preparing students for college and careers;
2. Support the creation and implementation of a District Strategic Plan that includes acquisition of 21st century learning skills, implementation of NESSC Global Best Practices, alignment to NEASC Standards, and the advancement of instructional change supported by technology;
3. Develop strategic partnerships to provide intellectually rigorous courses and programs that prepare students for college and technology-driven, 21st-century workplaces (e.g., career and technical education, community-based education programs, institutions of higher education, etc.);
4. Support the recruitment and retention of out-of-district college and career pathway students and international students;
5. Support curriculum-integrated, career-based programs, such as apprenticeships, internships, and job-shadowing, that enhance student understanding of career paths and strengthen school, community, and local business connections;
6. Support building administrators in the implementation of the NEASC 2016 Standards and the NESSC Global Best Practices 2.0;
7. Support building administrators in the implementation of high-interest flexible college and career pathways in the MS and HS which purposefully prepare students for local and global labor markets and lead to college credit and/or industry certifications through dual or concurrent enrollment;

8. Assist in maintaining a digital and social media footprint of school and district information including the district website and social media accounts with content that enhances understanding of the district's mission, learning, teaching, and financial management of the district;
9. Assist in ensuring district goals and work are well understood, documented and implemented by preparing various communications and support materials, including project updates, correspondence, web-based materials, tables, charts, flyers, brochures, and newsletters;
10. Oversee and support school administrators and teacher leaders in the implementation and analysis of MTSS and other related student support and enrichment systems;
11. Complete the district Consolidated Resource Plan to ensure Federal resources follow Federal guidelines and advance the mission and goals of the district;
12. Represent the educational interests of the district in regional and state meetings, serve as liaison to other entities within the state and region, and lead and support collaborative projects and grants that develop cross-district sharing of knowledge, skills, systems, and personnel;
13. Contribute to the development of a district-level budget that targets fiscal and human resources to provide a high-quality education that prepares each student for success;
14. Perform the functions of the position in accordance with the RI Leadership Standards, RI Professional Teaching Standards, RI Professional Code of Conduct, and in accordance with all laws, regulations, and school committee policies and directives; and
15. Perform other duties as may be assigned by the Superintendent.

The intent of these posted duties is to provide a representative sample of the types of duties that the district is seeking for this position and shall not be construed as a declaration of the total duties of this position.

QUALIFICATIONS

EDUCATION: Master's Degree, additional coursework as well as ongoing participation in or leadership of conferences and workshops related to technology, standards, and education.

EXPERIENCE: 3-5 years of progressively responsible administrative, educational, and project management experience and/or support.

QUALIFICATIONS FOR THE POSITION:

KNOWLEDGE AND SKILLS:

- Current RI Certification as a Building Administrator or Director of Curriculum and Instruction or Superintendent (preferred);
- Experience as a building administrator (preferred);
- Demonstrated leadership ability and familiarity with professional learning communities;
- Specific knowledge of and personal experience with the use of technology in educational settings and the implementation of blending learning instructional environments;
- Knowledge of and experience with school scheduling, Student Information Systems, and Learning Management Systems;
- Knowledge of and experience with the New England Secondary School Consortium's Global Best Practices 2.0 and NEASC Standards 2016;
- Knowledge of standards-based instruction and reporting and the RI Diploma System;
- Demonstrated ability to foster collegial relationships, enhance school culture, work as a productive member of a team, and facilitate work groups;
- Demonstrated organizational skills in handling and directing multiple and complex assignments and projects;
- Ability to communicate effectively, both orally and in writing; define problems, collect data, identify facts, and draw valid conclusions; and to effectively present information to various constituencies;
- Knowledge of techniques involved in fostering the implementation of professional development and leading instructional change;
- Experience using data to make decisions at the classroom, department, school and district levels;
- Professional knowledge and skills as outlined in the RI Leadership Standards and the RI Professional Teaching Standards;
- General knowledge of recent technological and educational research as well as educational laws and Board of Education Regulations relating to public schools;

- Demonstrated ability to perform the responsibilities above as evidenced by course work, educational experience, involvement in professional activities, and the interview process;
- And / or any combination of education, experience, and knowledge and skills substantially equivalent to those listed above.

TERMS OF EMPLOYMENT: Work hours, days and year, compensation and benefits as per administrator contract.

An Equal Opportunity Employer

Developed: April 2017